

BRISTOL CITY COUNCIL

FULL COUNCIL

15 MARCH 2016

REPORT TITLE: Secondary School Place Planning

Ward(s) affected by this report: All

Strategic Director: John Readman, Strategic Director, People

Report author: Paul Jacobs, Service Director, Education & Skills

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Purpose of the report:

To update Council on the planning to meet the demand for additional secondary places in the City, as requested in the motion approved by the Full Council on 15 September 2015.

RECOMMENDATIONS:

- 1. To note the approval of the Integrated Education & Capital Strategy (2015-2019)**
- 2. To note the process and criteria for the proposed Secondary Free School**
- 3. To note the expenditure of up to £34.7m on agreed urgent, essential projects to meet the need set out in the Integrated Education & Capital Strategy.**
- 4. To note that the funding gap to deliver the ambition of the Integrated Education & Capital Strategy for Essential and Landmark schemes is estimated at £172m.**

The proposal:

1. BACKGROUND

1.1 The Council has secured significant capital funding in recent years to support the provision of sufficient high quality school places. This can be summarised by two key programmes;

i. **Building Schools for the Future (BSF) – Programme 1**

4 PFI Secondary Schools – capital value £135m (including Information Communication Technology (ICT) and Authority Notifications of Change (ANCs).

6 further Secondary Schools – capital value £108m.

3 Secondary Academies – capital value £50m.

ii. **Primary Places Programme - Programme 2**

New primary schools – capital value £28.9m

Expansions of existing schools – capital value £72.8m

Projects still in development – capital value £23.6m

1.2 The Integrated Education and Capital Strategy (2015-2019) has developed an integrated approach and capital plan across all education sectors and partners. It will ensure the City is strategically ready to take advantage of existing and future funding investment. Its key aim is to ensure sufficient places in schools and education settings that are suitable for their purpose and in good condition.

1.3 The strategy has been informed by high quality data, including remodelled pupil projections, providing increasingly accurate, up-to-date information for predictive place planning.

1.4 The Strategy has identified the following delivery priorities;

- i. To urgently increase the number of secondary mainstream places across the city, by up to 18 forms of entry by 2019, to meet statutory requirements.
- ii. Resourcing 'quick win' additional secondary places as soon as possible is a high priority.
- iii. To provide additional 2, 3 and 4 year old places to meet statutory requirements.
- iv. To provide additional specialist places in the primary, secondary and post-16 sector to meet statutory requirements, address growth and reduce costly commissioned places.
- v. To redistribute specialist, early years and some primary provision to ensure a more suitable distribution to meet local needs.
- vi. To ensure the availability of suitable specialist provision for children with complex needs, especially those with Social, Emotional and Mental Health

(SEMH) needs, through expanded Alternative Learning Provision.

- vii. To address the condition and suitability of identified primary, specialist and early years provision to ensure the estate provides fit-for-purpose learning spaces and adequate, high quality external play and sport areas
- 1.5 Following the publication of the draft Integrated Education & Capital Strategy on 23rd September 2015, there was a period of consultation with key stakeholders closing at the end of November 2015. The Learning City Partnership Board considered the feedback from the consultation and the revised Strategy. The Mayor approved the Strategy and the authorisation to spend up to £34.7m on urgent essential schemes.
- 1.6 The Strategy is available on the Learning City website (www.bristollearningcity.com/resources/)
- 1.7 The Local Authority currently receives an annual allocation of capital funding from central Government to meet Basic Need. There may continue to be opportunities to bid for capital grants (such as the Priority Schools Programme). Academies can also submit bids to the Education Funding Agency (EFA) for capital schemes against set criteria.
- 1.8 In the context of the priorities identified through the Integrated Education and Capital Strategy (2015-2019) an initial set of urgent essential projects are proposed for approval. The attached business case (Appendix 1) has been developed, outlining proposals for schemes based on their capability to meet needs, in the right location and as economically as possible. The business case outlines this first set of projects would be funded. At the time of writing, there is no certainty on the level of funding that will be available to deliver further projects.
- 1.9 Any new schools are expected to be Free Schools or Academies. The current Government has set a target of 500 new Free Schools to be approved in the life of this parliament. Capital funding is provided directly by Government for Free Schools although it is possible for the Local Authority to work in partnership over delivery.
- 1.10 The Local Authority submits annual returns to the Education Funding Agency (EFA) setting out the basic need for school places. This informs the allocation of Basic Need funding from the EFA. The strategy has been shared with Education Funding Agency representatives and the Regional Schools Commissioner in order to lobby for support for Bristol's need for capital investment. Following the approval of the Strategy, the Mayor has written to the Secretary of State for Education and to our four Bristol MPs seeking their support in allocating sufficient capital funding to Bristol.

2. EDUCATION CAPITAL PROJECTS - PROGRAMME 3

- 2.1 The Integrated Education & Capital Strategy sets out proposals for schemes to be delivered as part of Programme 3, categorised under three key approaches:
- i. **Essential Schemes:** schemes required to meet the most urgent needs for which there is identified funding.
 - ii. **Potential Landmark Schemes:** schemes, which can combine to meet more
 - than one need and
 - potentially co-locate or integrate into a single partnership provision.
 - iii. **Emergent Schemes:** schemes which are necessary for the successful delivery of
 - the Strategic Objectives but which are not yet fully scoped or ready for delivery or funding identified.

A summary of current Landmark and Essential Schemes are listed in Appendix 2.

- 2.2 The following is a summary of the process for prioritising building schemes:
- i. Each scheme is added to a matrix in which it is scored according to a number of criteria including how the scheme contributes to meeting shortfalls in sufficiency, addresses suitability and condition issues and offers cost efficiencies.
 - ii. Once these schemes have been scored at satellite group level, they are taken to Programme Management level for a comparative ranking process. Schemes are then approved at the Education Capital Board and then are submitted for Corporate Capital approval.
 - iii. Some schemes will offer the opportunity to work with partners. This will vary dependent on the project but potential partners will be engaged at the earliest possible time to maximise the benefits of partnership working.
 - iv. Once assessed, a number of schemes receiving equal scores may exist within the list.
 - v. Other influencing factors may then determine how some schemes reach the top of the list and made active. These could involve funding from particular sources or where funding is earmarked for a particular project. For example, targeted government funding granted to address particular condition issues such as the Priority Schools Building Programme (PSBP).
 - vi. Available funding will inevitably be limited and, at times, difficult decisions will have to be made when different projects are effectively competing for funds and considered urgent. The rationale and information outlined in the Integrated Education and Capital strategy, which includes data projections, supports the decision-making process.

3. STRATEGIC PLANNING – A SECONDARY FREE SCHOOL

- 3.1 The Integrated Education & Capital Strategy sets out a need for new secondary provision in the Centre/East of the City. In collaboration with current secondary providers, a set of criteria for this new provision have been developed. Invitations were invited from current secondary providers in the city for initial expressions of interest for Free School bids that align to these criteria. A Learning City partnership panel assessed these bids and Oasis Learning identified as the preferred bidder. They are now preparing a Free School application with the support of the Learning City Board for submission in March to the Regional Schools Commissioner.

4. STRATEGIC PLANNING - CONDITION & SUITABILITY

- 4.1 The Strategic Aims set out in the Integrated Education & Capital Strategy are to focus on:
- a) **Sufficiency:** the availability and geographical distribution of statutory places.
 - b) **Suitability:** the ability for a school environment and facilities to adequately meet the needs of its student population.
 - c) **Condition:** the adequacy of the physical condition of buildings and facilities and longer term repair and maintenance/ lifecycle costs across all schools

- 4.2 Whilst the priority for the Council has to be to meet its statutory duty to ensure there are sufficient school places, there is an aspiration to include proposals within 'Emergent Schemes' for addressing the most pressing condition and suitability issues within our existing school premises. Work is underway to develop a business case for these proposals based on the case for investing in new build where the ongoing costs of maintenance or adaptation of very old and unsuitable buildings are significant, and a total rebuild would represent a considerable "invest to save" opportunity. It is anticipated that proposals will be brought forward during 2016.
- 4.3 To support the development of this business case, and the compliance with the Council's statutory obligations with regard to condition issues of all schools, there is a rolling programme of condition surveys for school premises and a database that tracks and evidences the level of need. The highest priority items are identified and a work programme established and implemented each year so the premises can be kept in a "fit for purpose" condition. The five yearly Condition Surveys are updated annually to take into account work completed, deterioration of condition and changes in estimated costs. A strategic lifecycle replacement programme is being developed to assist with the allocation of funding to address condition issues over the longer term. Wherever a major capital scheme is proposed to a school, condition issues within the existing buildings are prioritised and, where possible, the appropriate funds added to the major scheme to ensure best value and a strategic approach.

5. RESOURCES

- 5.1 The funding of £34.7m available for essential schemes is made up of the following sources:

Department for Education grants*	
(Basic Need and Condition) 2015-2018:	£11,367,242
Early Years Dedicated Schools Grant funding:	£7,053,000
Early Years Programme 2 underspend	£450,000
Primary Programme 2 underspend	£15,817,421
TOTAL:	£34,687,633

*It should be noted that indicative figures have been provided by the Education Funding Agency for 2016/17 and 2017/18 grants and these have been included in the funding assumptions above.

- 5.2 The following is a summary of the capital projects proposed for approval from the £34.7m funding:
- Redland Green School – Provision of additional secondary places
 - Bristol Free School – Provision of additional secondary places
 - Colston Girl's School – Provision of additional secondary places
 - New Secondary Free School* – New secondary places and Engagement Hub

- e) Sea Mills Children Centre relocation – Additional early years places
- f) Knowle West Children Centre expansion – Additional early years places
- g) Sunshine Pre-School expansion – Additional early years places
- h) Residential Post-18 Specialist provision
- i) Briarwood Special School – Additional specialist places
- j) Gateway Special School – Additional specialist places
- k) Notton House Special School – Additional residential specialist places
- l) Resource Bases - Optimisation of local additional needs places
- m) Henbury School – Additional post-16 specialist provision
- n) Bristol Futures Academy – New specialist provision
- o) St Mary & Redcliffe School – Additional post-16 provision
- p) Long Cross Primary – completion of existing project
- q) Programme of maintenance on existing LA schools
- r) Feasibility studies for further secondary, early years and specialist project
- s) Contingency

*Indicates local authority project costs to support an EFA funded capital scheme

5.3 For remaining Landmark schemes and Emergent schemes funding will be sought from a number of sources including:

- i. Supporting Academies to bid directly for Education Funding Agency grants
- ii. Supporting new Free School proposals which attract their own capital funding
- iii. Developing Invest to Save proposals (e.g. creating local SEN places that save on expensive out of county placements and travel costs)
- iv. Drawing funding from partner organisations to deliver Landmark schemes

5.4 The Council's capacity to support Programme 3 from Education & Skills and Place Education Capital teams will be resourced from agreed Programme 3 capital projects. This has been costed into the projected scheme costs for each scheme. For Free School developments, the capital costs are funded directly by the Education Funding Agency. However, small project capacity costs have been built into Programme 3 resources to ensure effective collaboration between these significant developments and the Council.

Risk management / assessment:

FIGURE 1: The risks associated with the implementation of Integrated Education & Capital Strategy :

No	RISK	INHERENT RISK	RISK CONTROL MEASURES	CURRENT RISK	RISK OWNER
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	Threat to achievement of the key objectives of the report	Impact	Probability	Mitigation (ie controls) and Evaluation (ie effectiveness of mitigation).	Impact	Probability	
1	Changes to births, migration patterns, housing and other drivers have an unforeseen impact on projected need	4	4	Regular monitoring of projections and associated drivers to ensure projections are regularly updated and analysed	4	2	PJ
2	Changes to national or local policies creates unforeseen changes to statutory duties	3	3	Strategy leads stay well connected to policy development and are able to respond promptly to any changes	3	1	PJ
3	The costs of delivery of projects identified exceed budget available	4	4	Lobbying of national and local government to secure funding and development of business cases, where necessary, to borrow funding	4	3	PJ/AR
4	Increasing project and contractor costs impact negatively on projected capital costs and make project delivery unaffordable	4	3	Extension of LEP contract ensures greater cost certainty and capacity to deliver	4	2	AR
5	Aspirations for increased community or multi-agency use or other 'Landmark' partnerships delay delivery of essential schemes	3	3	The Strategy has set out these ambitions clearly and sought to engage partners in this aspiration. Opportunities for wider use will be built into design requirements.	3	2	PJ/AR

Public sector equality duties:

An Equalities Impact Assessment is attached at Appendix 4. The assessment comments that the Integrated Education and Capital Strategy addresses aspects of inequality that currently exist in terms of access to local education provision within localities, including for children with additional learning needs and also in terms of meeting DDA requirements when capital projects are delivered. There are no specific issues raised in relation to the six strands of equalities.

Eco impact assessment

This is attached at Appendix 5.

Resource and legal implications:

a. Financial (revenue) implications: The revenue implications of additional school places in relation to Local Authority maintained schools impact upon the Dedicated Schools Grant. As a consequence, such matters are referred to the local Schools Forum. In the case of

Academies, the Education Funding Agency is responsible for agreeing revenue funding. The primary funding for mainstream secondary places is via the Schools Block of the DSG. The funding received for Bristol is based on a per pupil amount which is a flat rate irrespective of age.

Funding is allocated to schools based a local formula which includes an age weighted pupil unit of funding. This is higher for secondary places than for primary places, which means there will be a pressure on the DSG which will be mitigated by reduction other aspects of the formula, for example the growth fund.

In 2016 it a consultation on a National Fairer Funding Formula will be undertaken by Government, it is currently unknown the impact this will have on Bristol.

In the recent Comprehensive Spending Review, the Dedicated Schools Grant per pupil rate will be maintained at current levels in real terms. However through the National Fairer Funding Formula it is expected there will be significant changes in funding for different local authorities.

Advice given by Michael Pilcher / Finance Business Partner
Date 29th February 2016

b. Financial (capital) implications:

The council has approved capital expenditure of £34.5m between 2015 and 2019 to finance the above programme. The expenditure is funded from three sources. Department for Education Grants, prior year underspend of Dedicated Schools Grant (this is a revenue grant which has Schools Forum approval to use this for Capital expenditure) and underspends on current Education Capital Programme.

Advice given by Michael Pilcher / Finance Business Partner
Date 29th February 2016

Comments from the Corporate Capital Programme Board:

The Learning City Partnership report was approved by SLT on behalf of the Corporate Capital Board on 5th January 2016

c. Legal implications:

A full Consultation process took place in respect of the original proposals and the report summarises how the responses have been taken in to consideration in putting forward the proposals and in shaping the decision that was taken by the Mayor.

An Equality Act 2010 impact assessment was prepared and the full assessment together with a summary of the impacts was included in the papers considered by the mayor to assist him with his decision.

The Integrated Education & Capital Strategy enables the LA to fulfil its functions and duties in

respect of the provision of schools and early years and special educational provision for its area.

The statutory powers are:

Section 14 (1) of the Education Act 1996 obliges each local authority to secure that there are sufficient schools for providing primary education and secondary education available for their area although there is no requirement that those places should be exclusively in their area. The local authority is not itself obliged to provide all the schools required, but to secure that they are available.

Section 14(3A) of the Education Act 1996 provides that a local authority shall exercise their functions under section 14 “with a view to (a) securing diversity in the provision of schools; and (b) increasing opportunities for parental choice.”

Section 111 of the Local Government Act 1972 empowers the local authority to facilitate the discharge of its statutory duty to secure that sufficient places are available for the primary and secondary education of Bristol’s children, under Section 14(1) of the Education Act 1996.

The Childcare Act 2006 places a duty on local authorities to secure sufficient childcare for working parents and to secure early years provision free of charge.

The Education Act 1996 and the Children and Families Act 2014 place obligations on the local authority to make suitable provision for special educational needs.

The School Premises Regulations 2012 detail the requirements to ensure that premises are suitable for pupils.

School organisation proposals must follow the statutory framework set out in the Education and Inspections Act 2006, supporting regulations and statutory guidance. Any such proposals will need ongoing close liaison with Legal Services to ensure that the legal requirements are met throughout the process.

Consultation has taken place in respect of the proposals and the outcome are summarised at appendix 1 to the report. The report summarises how the responses have been taken in to consideration in putting forward the proposals.

An Equality Act 2010 impact assessment has been prepared to assist the Mayor with his decision. The Mayor should consider whether there are any people who, by reason of their protected characteristics, are likely to suffer an adverse impact as a consequence of the strategy being introduced and whether the proposals are justified notwithstanding such adverse impact.

**Advice given by Genny Seneque, Solicitor, Legal Services and Nancy Rollason
Service Manager, Legal Services, 18th January 2016,**

Date **23rd December 2015**

d. Land / property implications:

All education buildings and infrastructure procured are constructed on land that is either held freehold or by way of a long leasehold interest by the City Council. Once constructed, where the relevant education establishment is an Academy such completed schemes will form part of the demise within the 125 year lease to the Academy or, when a school converts to Academy status after scheme completion, the Academy will be granted a 125 year lease as required by statute. Where schemes are constructed as part of Diocesan Schools on Council owned land the freehold of such land will be transferred to the Diocese as required by statute.

Advice given by **Steve Matthews/ Service Manager Asset Strategy**

Date **23rd December 2015**

e. Human resources implications:

There are no HR implications arising from the recommendation to approve the Integrated Education & Capital Strategy.

Advice given by **Lorna Laing / People Business Partner**

Date: **20th December 2015**

Appendices:

Appendix 1 – Business Case

Appendix 2 – Summary of current schemes

Appendix 3 - Equalities Impact Assessment

Appendix 4 – Eco Impact Assessment

Access to information (background papers):

- Integrated Education & Capital Strategy (<http://bristollearningcity.com/resources/>)

Appendix 1: Programme 3 Business Case

1. Background:

This paper sets out the current sources of capital funding that can be used to resource the first phase of Programme 3 schemes and provides information on the projects proposed for approval from this initial funding.

2. Capital Funding:

The funding of £34.7m available for essential schemes is made up of the following sources:

- a) Department for Education grants: There are two main sources of Department for Education capital grants:
 - o **Basic Need:** to provide sufficient school places
 - o **Condition:** to contribute to repairs and maintenance of local authority maintained schools.

The DfE has indicated the Bristol City council will received the following amounts over the next two financial years:

Basic Need 2017/18:	£3,196,946
Condition 2015/16	£2,770,296
Condition 2016/17	£2,700,000
Condition 2017/18	£2,700,000
TOTAL	£11,367,242

It should be noted that the Basic Need allocations for 2015/16 and 2016/17 have been built into the funding assumptions of current Programme 2. It should also be noted that the allocations for 2016/17 and 2017/18 are expected to be confirmed in January 2016.

- b) Early Years Dedicated Schools Grant funding: The Schools Forum supported the local authority in requesting that an element of early years revenue underspend be converted to capital funding for early years. The Department for Education have approved this request which makes **£7,053,000** for early years capital schemes
- c) Early Years Programme 2 underspend: There have been complications in implementing a proposed early years scheme in Programme 2 and so the **£450,000** funding allocated will be vired to Programme 3
- d) Primary Programme 2 underspend: The budgets for schemes completed in Programme 2 have been reviewed and any underspends collected. In addition, the revised pupil projections have meant that some proposed schemes have not been progressed. This enables **£15,817,421** to be vired to Programme 3. Of this, virements of £14,950,000 have previously been agreed by the Corporate Capital Board.

Funding Source	Funding
Government Grant funding	£11,367,242
Early Years DSG funding	£7,053,000
Early Years Programme 2 virement	£450,000
Primary Programme 2 virement	£15,817,421
TOTAL	£34,687,663

Appendix 2: Essential and Landmark Schemes

The following is the current list of proposed essential schemes:

Projects
Landmark Schemes
New Secondary Free School in Central/East Bristol potentially in, or near, TQEZ and aligned to Engagement Hub development
Badocks Wood/Elmfield School – relocate Elmfield Special School and Children Centre at Badocks Wood site and create new facility
St Mary Redcliffe & Temple School- relocate sixth form onto new expanded site together with teacher training facilities
Essential Secondary Places
Redland Green School
Bristol Free School
Colston Girls School – additional secondary places in Sept 2017 or 2018
Feasibility developments for further secondary expansions, including Ashton Park, Oasis Brightstowe, Oasis John Williams, Oasis Brislington, Oasis Brightstowe, Bristol Cathedral School, St Bernadette’s School, St Bede’s Catholic College and Cotham,
Essential Early Years Places
Sea Mills Children Centre relocation
Knowle West Children Centre expansion
Sunshine Pre-School expansion
Feasibility developments to expand 2 year old provision including Rosemary Children Centre and central/east specialist provision
Essential Specialist Places
Kingsweston Special School – Additional specialist places
Briarwood Special School – Additional specialist places
Gateway Special School – Additional specialist places
Notton House Special School – Additional residential specialist places
Resource Bases - Optimisation of local additional needs places
Henbury School – Additional post-16 specialist provision
Bristol Futures Academy – New specialist provision
Long Cross Primary – completion of existing project
Feasibility developments on further specialist provision including KnowleDGE, New Fosseway, Kingsweston and post-19 provision
Essential Post 16
New Post-16 Free Schools– new post-16 provision that will release secondary capacity in existing school/s
Other
Programme of maintenance on existing LA schools

Appendix 3 Equality Impact Assessment

Name of policy, project, service, contract or strategy being assessed **Integrated Education and Capital Strategy**

Directorate and Service **People Directorate, Education and Skills**

Names and roles of officers completing the assessment **Place Planning Manager, Education and Skills**

Main contact telephone number **0117 922 4565**

Date **30 December 2015**

	Key Questions	Notes / Answers	Any actions needed? By whom?
1	. Is this a new policy, project, service, contract or strategy or a review of an existing one?	This is a new strategy, building on the work undertaken under the previous School Organisation Strategy approved by Cabinet in 2013.	Mayor to approve the Integrated Education and Capital Strategy
2	. What is the main purpose of the policy, project, service, contract or strategy?	Under the Education Act 1996 s14 The Local Authority has a duty "...to ensure the provision of 'sufficient schools' for the provision of primary and secondary education in their area". In addition the Strategy addresses requirements for suitable and sufficient provision across all education sectors.	There will be a need to invest capital funding in the provision of additional school places to meet the forecast demand
3	. What are the main activities of the policy, project, service, contract or strategy?	To provide enough school places and to increase diversity and choice of education provision.	There will be a need to invest capital funding in the provision of additional school places to meet the forecast demand
4	. Who are the main beneficiaries? Whose needs are it designed to meet?	Children in the age range of birth to 18, or 25 for those with SEN.	There will be a need to invest capital funding in the provision of additional school places to meet the forecast demand
5	. Which staff carries out the policy, project, service, contract or strategy?	The delivery of individual projects will vary according to requirements.	The Education and Skills division of the People Directorate will work with colleagues in the Economy Division of the Place Directorate to deliver projects identified through the Strategy.
6	. Are there areas of the policy or function that could be governed by an officer's judgement? Eg. Home visits "where appropriate". If so, is there guidance on how to exercise this to prevent any possible bias/prejudice creeping in?	No	None

	Key Questions	Notes / Answers	Any actions needed? By whom?
7	<p>Is the Council working in Partnership with other organisations to implement this policy or function? Should this be taken into consideration? Eg. Agree equalities monitoring categories Should the partnership arrangements have an EqIA?</p>	<p>The City Council is working with many different partners including individual schools, Multi Academy Trusts and government departments.</p> <p>The City Council is working in partnership with the Local Education Partnership (LEP) and other construction partners in relation to the build elements of a number of schemes.</p>	None
8	<p>Taking the six strands of equalities,</p> <p>Do you have any initial thoughts that any of the six equalities strands have particular needs relevant to the policy or function?</p> <p>Or is there anything in the policy, project, service, contract or strategy that you can think of at this stage that could discriminate or disadvantage any groups of people? Do any other specific groups have particular needs relevant to the policy, project, service, contract or strategy?</p>	<p>Gender (include Transgender): None Disability: See below Age: None Race: None Sexual Orientation: None Faith/Belief: None</p> <p>The Integrated Education and Capital Strategy addresses aspects of inequality that currently exist in terms of access to local education provision within localities, including for children with additional learning needs and also in terms of meeting DDA requirements when capital projects are delivered.</p>	<p>The design of new provision will increase accessibility for students, staff and other stakeholders with mobility or sensory requirements. This will be addressed during the design and planning stages.</p> <p>The location of any new provision should ensure it meets the needs of local communities. This will be assessed through the Programme Management Group.</p>
9	<p>Did you use any data to inform your initial thoughts above?</p> <p>What data do you already have?</p>	<p>Data from the school admission team and projected population data indicates that if additional provision is not made many sectors detailed above will be negatively impacted as they would have to find alternative education possibly outside of their communities and accessibility.</p>	None
10	<p>Are there gaps in the data that require you to do further work? What are these gaps?</p>	None	None

Appendix 4: Eco Impact Checklist

Title of report: Integrated Education & Capital Strategy
Report author: Paul Jacobs
Anticipated date of key decision: 27th January 2015
Summary of proposals: To approve the Integrated Education & Capital Strategy (2015-2019), approve process & criteria for a proposed Secondary Free School, and delegate authority for £34.7m of expenditure on agreed urgent & essential projects.

Will the proposal impact on...	Yes/ No	+ve or -ve	If yes...	
			Briefly describe impact	Briefly describe Mitigation measures
Emission of Climate Changing Gases?	Y	-ve	In the short-term, there is a potential for secondary emissions of climate changing gases arising through the use of energy and materials during the construction works. Additionally, new buildings on sites that have not previously been occupied by buildings will increase the overall carbon footprint of the site.	See summary
		+ve	By increasing capacity near to the point of demand, travel impacts may be reduced.	
Bristol's resilience to the effects of climate change?	Y	-ve	New buildings: -May be at risk of flooding. -May increase the	

Will the proposal impact on...	Yes/ No	+ve or -ve	If yes...	
			Briefly describe impact	Briefly describe Mitigation measures
			<p>area of impermeable surfaces</p> <p>-May not be robust enough to cope with extreme temperature variations, or violent storms</p> <p>-Consume water</p>	
Consumption of non-renewable resources?	Y	-ve	<p>In the short-term, there is a potential for the consumption of fossil fuels and other non-renewable materials products arising through the use of energy and materials during the construction works.</p> <p>In the long-term, there will be consumption of fossil fuels for heating and power, and also for travel to and from the sites</p>	
Production, recycling or disposal of waste	Y	-ve	<p>Waste will arise from construction and demolition works</p> <p>Waste will arise from the normal operation of the facility</p>	
The appearance of the city?	Y	?	New, refurbished or rebuilt facilities will alter the appearance of the city	
Pollution to land, water, or air?	Y	-ve	If brownfield sites are chosen, they may be	

Will the proposal impact on...	Yes/ No	+ve or -ve	If yes...	
			Briefly describe impact	Briefly describe Mitigation measures
			contaminated There is a risk of hazardous materials (e.g. fuels or paints) being spilled during construction works.	
Wildlife and habitats?	Y	?	It is possible that sites for new facilities will: -Impact upon protected species or habitats -Reduce green spaces/ corridors -Remove trees	

Consulted with: Steve Ransom, Energy Service.

Summary of impacts and Mitigation - to go into the main Cabinet/ Council Report

The significant impacts of this proposal are....

The Strategy, amongst other things, is proposing the equivalent of 18 new secondary classes by 2019, and a new Free School within the Temple Quarter Enterprise Zone.

Short-term increases in environmental impacts arise through the consumption of fossil fuels and raw materials in constructing and refurbishing facilities. Longer term, there will be on-going consumption of energy for heat and power, production of waste and staff and pupil travel to educational settings.

Potential exists for positive effects from refurbishment & expansion projects, for example, renewable energy generation. There may be some positive impacts through reduced travel, due to additional capacity near to the point of demand.

Any modular accommodation will require careful planning and implementation to minimise negative impacts.

The proposals include the following measures to mitigate the impacts ...

Mitigation will be tailored on an individual basis, but will observe the general principles set out within the Integrated Education & Capital Strategy (page 34) below, in particular the *“Sustainability Requirements and Guidance for New Build and Refurbished Schools”* which includes specific mitigation measures addressing the range of topics in the

checklist:

- a. To ensure that the highest standards in sustainability are embedded in the development of all new, extended and refurbished school buildings.
- b. To ensure that schools are commissioned, operated and maintained in a way that meets the needs of users whilst minimising energy use and environmental impact.
- c. To update the current minimum sustainability requirements ('Sustainability Requirements and Guidance for New Build and Refurbished Schools') to implement national and local policy, achieve corporate objectives for carbon reduction and environmental performance and deliver best practice.
- d. To ensure the revised sustainability requirements at 'c' above is included as a contractual specification for works completed by both internal and external suppliers/contractors.
- e. To ensure that schools/ schemes maximise the opportunity for improving sustainability, and that funding is targeted at those most in need (e.g. those with the poorest energy rating performance in-use or those that are subject to, or are likely to experience, adverse environmental conditions) to realise the savings/ benefits in long-term operational costs.
- f. To ensure that sustainability performance is regularly monitored for contractual compliance and for greater clarity/ feedback on the performance of existing schools (especially newly built/ improved schools) to learn lessons from what has worked and not worked in order that this can inform future action.
- g. To maximise through the design of schools and educational facilities the potential for sustainability and environmental features for use in learning and environmental education

In addition, any new development will need to comply with the following planning requirements:

BCS 13 - Climate change – mitigation and adaptation

BCS 14 - Sustainable energy

BCS 15 - Sustainable design and construction

BCS 16 - Flood risk and water management

Bristol Central Area Plan (applies to the central area, including the TQEZ)

The net effects of the proposals are....

New proposals within this strategy include additional provision of more than 500 new Secondary school places. There will also be impacts from new provision in specialist, Early Years and Post 16 settings. It is not currently possible to quantify the carbon impacts from increased provision, but for reference, Fairfield High and Ashton Park schools each emit around 500 tonnes of CO₂ each year from electricity and gas consumption. There are additional emissions from the consumption of resources (e.g. construction materials, catering, IT & stationery) and travel.

Emissions can be significantly reduced through specification and design of the new facilities, and sustainable procurement of goods and services.

The overall impact is negative.

Checklist completed by:

Name:

Dept.:

Extension:

Date:

Verified by
Energy Service